

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Georgian Gardens Community Primary School
Number of pupils in school	407 (Sept 2024)
Proportion (%) of pupil premium eligible pupils	19.7% (Sept 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Amie Bowers
Pupil premium lead	Claire Lewis
Governor / Trustee lead	Rosemary Cornish

Funding overview 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year	£140,500
Recovery premium funding allocation this academic year	£22,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,425

Part A: Pupil premium strategy plan

Statement of intent

At Georgian Gardens we pride ourselves in knowing every child as an individual and want to ensure that we provide every pupil with a chance to excel whilst they are at school. Our dynamic approach allows our curriculum to fit the needs of our children rather than expecting children to just 'fit' into the existing curriculum. Our school approach is based around three simple statements: Be Ready, Be Respectful, Be Safe, Be Kind. These key messages run throughout all aspects of pupils lives in school.

Emotional wellbeing comes first at Georgian Gardens and as one of only a small number of 'Thrive' Schools in West Sussex we are fortunate to have trained staff who are always available to help both our pupils and their families. We are also a Thought-Full school, having a Mental Health in School Worker in school every week to work with our pupils and families. Education for Safeguarding is a prominent subject which is taught to children in all year groups covering the vital life aspects of relationships, digital and media literacy, physical health and wellbeing and emotional health and well-being. This is tailored to the context of our school.

Our range of curriculum opportunities are broad and balanced, we really believe in trying to find the catalyst that inspires each child's 'passion', which ignites their desire for lifelong learning. We are passionate about the Arts and promoting opportunities for all pupils to participate. Every term each year group has a day of learning with a music and dance specialist teacher. We offer a diverse range of extra curricula opportunities to enrich our curriculum offer even further. For example, taking part in a rock band or helping to build a battery operated car. Georgian Gardens also about promotes excellence in sports and recognizes both the physical and emotional benefits of regular exercise for our pupils.

As a school we always work closely with our families to strive towards the very best outcomes for our pupil's. We are a school at the heart of it's community and actively engage children with taking pride in their local community, taking part in activities such as art displays at the local train station and singing to local residential homes. We ambitious to continually expand our opportunities for learning outside the classroom and utilise local resources such as the beach, our own woodland area and quad garden.

We want our pupils to leave our school with having being ready to learn even more, the ability to respect themselves, others and the world around them and the knowledge to keep themselves and others safe.

We know that there is strong evidence that "what happens in the classroom makes the biggest difference ... good teaching for all pupils has a particular benefit for disadvantaged students" (EEF Attainment Gap Report 2018). Therefore, at Georgian Gardens, we are prioritising teaching practice, especially feedback, formative assessment, and further developing our broad, culturally rich, and knowledge-based curriculum.

We believe taking the time to get to know our children and families is key when looking at common barriers to learning. There may be complex family difficulties that can prevent children from thriving. This information then directly impacts on our decision making about how pupil premium funding is directed, alongside research conducted by the EEF.

Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all children.
- We ensure that all teaching staff are involved in analysis of data and identification of children, so that they are fully aware of strengths and weaknesses across the school.

- We recognise that not all children who receive free school meals are socially disadvantaged.
- We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any child or children we have identified as being socially disadvantaged.
- Pupil premium funding will be allocated by identifying priority classes, individuals or groups. Limited funding and resources means that not all children receiving free school meals will have intervention at one time.
- As a Thrive school, we will develop the emotional literacy of children in order to develop their learning power, resilience, resourcefulness, reflective capacity and reciprocity.

Context:

Georgian Gardens is a community school located on The Allengate housing estate in Rustington, West Sussex. The school serves a mixed social demographic. All year groups have two classes.

Pupil premium is below the national average. 18.67% of the children are free school meals, 0.5 % are pupil premium plus and 19.7% are pupil premium over all. Historically, pupil premium has been above the national average.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged children within internal school data, and in turn, nationally.
- To help all children to thrive and give them resilience in the face of life's challenges, enabling them to regulate their emotions in healthy ways, managing their impulses, and think rationally, even under pressure. They will be able to bounce back.

Achieving the Objectives:

- Adopting a tiered approach to pupil premium spending to ensure that there is a balanced approach to targeting teaching, academic support as well as wider strategies.
- Maximum number of children in each class and, where possible, reducing class sizes for core subjects, thus improving opportunities for effective teaching and accelerating progress.
- Embed the use of formative assessment across the curriculum to ensure that all learning is well pitched to meet the needs of pupils within the year group.
- Embed our progression in key knowledge alongside vocabulary and oracy development throughout foundation subjects.
- Embedding of new maths scheme.
- Further develop the use of manipulatives in mathematics to support sense making, mathematical thinking and reasoning.
- Targeted, effective intervention for identified children.
- Good transition provision from preschool to EYFS and then from primary to secondary.
- Support the funding of specialist learning software and resources.
- To support the children in learning a musical instrument and to have the opportunity to experience the 'GG Rock Band'.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Georgian Gardens values and, in turn, enhance learning.

- To maintain the five qualified Thrive Practitioners and Family Thrive Trainers to support emotional wellbeing throughout the school.
- Provide regular Thrive sessions for identified children and Family Thrive sessions for their families.
- Bespoke support for families who need it.
- Ensuring all children have first hand experiences to support their learning as well as aspirational opportunities.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment, particularly in maths.
2	Phonics outcomes, particularly in Year 2.
3	Mental health and wellbeing of disadvantaged pupils.
4	Experiences Provide a range of enrichment activities and experiences to broaden disadvantaged pupils' horizons and develop their cultural capital
5	Attendance and punctuality The attendance of our socially disadvantaged children as a group is lower than that of the whole school.

Intended outcomes 2024 - 2027

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To overcome the attainment barrier faced by our disadvantaged pupils and help them achieve their full potential through the development of Quality First Teaching strategies.	<ul style="list-style-type: none"> • High quality teaching for all. • Embedded new curriculum and assessment systems in maths. • Questions in lessons will be targeted and will uncover misconceptions. • High quality feedback will be given and support given to act upon it. • Teachers respond to evidence in data. ie gap analysis and adapt planning in order to fill those gaps. • Teaching Assistants will be deployed effectively in lessons, particularly the input to maximise access for all.

	<ul style="list-style-type: none"> • Children will be screened to see if language is a barrier in maths.
2. Phonics outcomes, particularly in Year 2.	<ul style="list-style-type: none"> • Phonics assessments/screenings will show that socially disadvantaged pupils are making progress and are closing the gap between non-socially disadvantaged pupils. • By implementing a comprehensive, evidence-based approach across all three tiers, we can work to address the identified barrier of phonics, particularly in Year 2, and support the progress and attainment of disadvantaged pupils.
3. To promote wellbeing and support for disadvantaged pupils	<ul style="list-style-type: none"> • The new role of pupil mental health ambassadors will be established. • The profile of mental health and wellbeing will be higher across the school.
4. Provide a range of enrichment activities and experiences to broaden disadvantaged pupils' horizons and develop their cultural capital	<ul style="list-style-type: none"> • Our door playtime opportunities will be increased. • A range of resources will be in place to increase opportunities for children at break times.
5. Implement then embed the changes to the attendance framework to create a whole-school approach to improving attendance, working closely with families and external agencies to address the root causes of persistent absence	<ul style="list-style-type: none"> • There will be a reduction in the persistent absenteeism levels for socially disadvantaged children. • There will be a greater understanding of risk factors to support the improvement in attendance for socially disadvantaged children. • The Family Support Manager and Learning/Behaviour Mentor will build relationships with families who have poor attendance and are persistently absent in order to offer bespoke support in improving attendance. • Poor attendance will be challenged through the use of letters, meetings with parents, support where needed, and attendance contracts.

Activity in this academic year 2024 - 2025

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<ul style="list-style-type: none"> • Provide high-quality, targeted professional development for teachers on evidence-based approaches to teaching and learning. • Develop teachers' expertise in effective assessment practises, including the use of diagnostic assessment, to identify and address gaps in pupils' knowledge and skills. • Ensure that all teachers have a strong understanding of quality first teaching strategies to support the learning of all pupils, including those with SEND, Ordinarily Available Inclusive Practice, locality INSET. • Provide high-quality, targeted professional development for teaching assistants to enhance their skills in supporting pupils' learning. 	<ul style="list-style-type: none"> • EEF's 'Effective Professional Development' guidance (EEF, 2021). • EEF's 'Curriculum Planning' guidance (EEF, 2022). • EEF's 'Assessing and Monitoring Pupil Progress' guidance (EEF, 2018). • EEF's 'Special Educational Needs in Mainstream Schools' guidance (EEF, 2020). • EEF's 'Making Best Use of Teaching Assistants' guidance (EEF, 2021). 	1 & 2
<ul style="list-style-type: none"> • Provide high-quality and ongoing professional development for all teaching staff on the school's phonics programme, ensuring consistent and effective delivery across the school. • Ensure that all pupils, including those who are disadvantaged, have access to high-quality phonics resources and that teaching is appropriately differentiated to meet their needs • Embed a whole-school approach to reading, where phonics is taught alongside other reading strategies, such as comprehension and fluency • Provide opportunities for pupils to apply their phonics skills across the curriculum, reinforcing learning in a range of meaningful contexts 	<ul style="list-style-type: none"> • EEF - Improving Literacy in Key Stage 1 	1 & 2
<ul style="list-style-type: none"> • Provide training for Year 5 and 6 pupils in being a Mental Health Ambassador through being a Thought-Full school. • Provide training for all staff on recognising and supporting pupils with mental health and wellbeing concerns. • Embed a whole-school approach to mental health and wellbeing, with a focus on Emotional Based School Avoidance. 	<ul style="list-style-type: none"> • EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance. • EEF Guidance Report: 'Improving Behaviour in Schools'. 	3, 4 & 5

<ul style="list-style-type: none"> • Develop teachers' skills in creating a calm, positive, and inclusive classroom environment that supports pupil wellbeing. • Ensure that all staff are regularly refreshed in trauma-informed practices and how to create a nurturing, trauma-sensitive school environment. • Provide high-quality professional development for staff on effective playground management and supervision, focusing on creating engaging and structured play opportunities. 		
<ul style="list-style-type: none"> • Provide high-quality professional development for teachers on delivering engaging, cross-curricular lessons that incorporate STEAM (Science, Technology, Engineering, Arts, and Mathematics) elements and experiential learning. • Implement a structured programme of educational visits and visitors to the school, aligned with the curriculum, to broaden pupils' experiences and expose them to new opportunities. • Encourage teachers to incorporate outdoor learning and hands-on activities across the curriculum to enhance pupils' engagement and develop their problem-solving and collaborative skills. • Ensure the school's STEAM provision is well-resourced and accessible to all pupils, with a focus on providing disadvantaged pupils with the necessary equipment and materials to fully participate. 	<ul style="list-style-type: none"> • EEF, 2022. • EEF, 2021. • EEF, 2019 • EEF, 2020 • EEF, 2022 	1, 2 & 4
<ul style="list-style-type: none"> • Provide training for all staff on effective attendance monitoring and strategies to promote good attendance. • Continue to implement a whole-school approach to rewarding good attendance and punctuality, such as weekly/monthly awards or certificates. • Embed the new, clear and consistent attendance policy that is communicated to all staff, pupils, and parents, in line with the school's values of being 'Ready, Respectful, Safe and Kind'. 	<ul style="list-style-type: none"> • EEF's 'Improving Behaviour in Schools' guidance. • EEF's 'Working with Parents to Support Children's Learning' guidance. • DfE Working Together to Improve Attendance, 2024. 	3 & 5

<ul style="list-style-type: none"> • Provide training for teachers on strategies to engage parents and carers in supporting good attendance 		
--	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Implement evidence-based targeted interventions, such as small-group tuition or one-to-one support, to address specific gaps in pupils' knowledge and skills • Provide targeted support for disadvantaged pupils who are high-attaining to ensure they continue to make strong progress. • Continue to implement a well-structured, evidence-based phonics programme to support the development of early reading skills. • Provide targeted support for disadvantaged pupils who are struggling with literacy or numeracy, using evidence-based interventions. • Screen children using Language Link to see if language is a barrier to their understanding in maths. 	<ul style="list-style-type: none"> • EEF's 'One-to-One Tuition' and 'Small Group Tuition' guidance (EEF, 2021). • EEF's 'Supporting the Attainment of Disadvantaged Pupils' guidance (EEF, 2018). • EEF's 'Improving Literacy in Key Stage 1' guidance (EEF, 2020). • EEF's 'Improving Literacy in Key Stage 2' and 'Improving Mathematics in Key Stages 2 and 3' guidance (EEF, 2017, 2020). 	1 & 2
<ul style="list-style-type: none"> • Implement small-group or one-to-one phonics interventions for pupils who are falling behind, using evidence-based programmes and regularly monitoring progress. • Ensure that teaching assistants and other support staff are trained to deliver high-quality phonics interventions, with regular feedback and coaching to improve their practice. • Develop a structured programme of catch-up support for Year 2 pupils who did not meet the expected standard in the Year 1 Phonics Screening Check, providing targeted, intensive intervention. 	<ul style="list-style-type: none"> • EEF - Improving Literacy in Key Stage 1 • EEF - Making Best Use of Teaching Assistants 	1 & 2

<ul style="list-style-type: none"> • Provide opportunities for pupils to practice and apply their phonics skills through reading books that are closely matched to their current phonic knowledge. 		
<ul style="list-style-type: none"> • Offer one-to-one or small group intervention and therapeutic support, delivered by qualified professionals, for pupils experiencing significant mental health or emotional difficulties. ie Learning Mentor, Thought-Full, play Therapy, Thrive. • Provide targeted support and interventions to develop pupils' social and emotional skills, such as problem-solving, conflict resolution, and emotional regulation. ie Thrive. • Implement structured play and physical activity interventions, to enhance pupil wellbeing and social development during playtime. 	<ul style="list-style-type: none"> • EEF Toolkit: 'Social and Emotional Learning' • EEF Toolkit: 'Physical Activity' 	1, 2, 3 & 5
<ul style="list-style-type: none"> • Offer subsidised or free places in extracurricular clubs and activities, with a focus on engaging disadvantaged pupils and ensuring their participation. • Provide targeted mentoring and coaching programmes to help disadvantaged pupils develop the confidence and skills needed to participate in enrichment activities. • Collaborate with local community organisations, charities, and businesses to create additional opportunities and funding sources for disadvantaged pupils to access enrichment activities. • Interrogate data collected of enrichment opportunities for disadvantaged pupils so opportunities can be increased. 	<ul style="list-style-type: none"> • EEF, 2019 	3, 4 & 5
<ul style="list-style-type: none"> • Assign a dedicated attendance champion and pastoral/family support worker to work closely with families of disadvantaged pupils, providing tailored support and interventions to address the root causes of poor attendance. • Offer one-to-one or small group tutoring sessions for disadvantaged pupils who have missed significant amounts of learning due to poor attendance, using the school's pupil premium funding. 	<ul style="list-style-type: none"> • EEF's 'Improving Behaviour in Schools' guidance. • EEF's 'One to One Tuition' guidance. 	1, 2, 3 & 5

<ul style="list-style-type: none"> • Target specific families through the use of breakfast club or early drop-off service to encourage punctuality and ensure that disadvantaged pupils have a positive start to the day. 		
--	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Implement a comprehensive, evidence-based approach to supporting pupils' social, emotional, and mental health needs, such as the use of mental health ambassadors and the development of outdoor play opportunities. • Enhance parental engagement through initiatives such as the PINS project (Partnership, Inclusion, Neurodiversity), which can help to strengthen the home-school partnership and support pupils' learning. • Ensure that the school's curriculum and wider opportunities, such as the STEAM learning initiatives, provide disadvantaged pupils with access to a broad range of experiences and cultural capital. • Develop the skills and expertise of middle leaders through the use of NPQ programmes, which can help to further improve the quality of teaching and learning across the school. 	<ul style="list-style-type: none"> • EEF's 'Improving School Attendance' guidance (EEF, 2023). • DfE 'Working Together to Improve Attendance' (DfE, 2024) • EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance (EEF, 2019). • EEF's 'Working with Parents to Support Children's Learning' guidance (EEF, 2018). • EEF's 'Arts Participation' and 'Physical Activity' guidance (EEF, 2019, 2020). • EEF's 'Effective Professional Development' guidance (EEF, 2021). 	3, 4, & 5
<ul style="list-style-type: none"> • Engage parents and carers in supporting their children's phonics development, providing resources, guidance, and opportunities for them to practice reading at home • Collaborate with external agencies, such as speech and language therapists, to provide additional support for pupils with specific learning needs that may be affecting their phonics progress • Provide access to extracurricular activities, such as reading clubs or phonics-focused after-school 	<ul style="list-style-type: none"> • EEF - Parental Engagement • EEF - Working with Parents to Support Children's Learning • EEF - Using Pupil Premium: Guidance for School Leaders • EEF - Putting Evidence to Work: A School's Guide to Implementation • EEF - Improving Behaviour in Schools • DfE - Working Together to Improve Attendance 	1, 2, 5

<p>sessions, to give disadvantaged pupils additional opportunities to practice and consolidate their phonics skills</p> <ul style="list-style-type: none"> • Monitor the progress of disadvantaged pupils in phonics closely, using data to inform targeted interventions and adjustments to the school's overall strategy 		
<ul style="list-style-type: none"> • Engage parents and carers in supporting their child's mental health and wellbeing, providing workshops, resources, and signposting to external support services • Collaborate with local mental health services, such as Thought-Full to provide access to specialist support and interventions for pupils and families • Develop a network of 'mental health ambassadors' among pupils, who can promote positive mental health and wellbeing initiatives within the school community • Enhance the school's outdoor learning and play spaces, incorporating features that encourage physical activity, social interaction, and exploration • Provide staff training and ongoing support on effective playground supervision and management, with a focus on creating engaging and structured play opportunities 	<ul style="list-style-type: none"> • EEF Guidance Report: 'Working with Parents to Support Children's Learning' • EEF Guidance Report: 'Improving Social and Emotional Learning in Primary Schools' • EEF Toolkit: 'Social and Emotional Learning' • EEF Toolkit: 'Physical Activity' • EEF Guidance Report: 'Improving Behaviour in Schools' 	3 & 5
<ul style="list-style-type: none"> • Develop strong partnerships with parents and carers of disadvantaged pupils, engaging them in discussions about the importance of enrichment and identifying any barriers to participation. • Provide support with transportation, equipment, or other logistical barriers to ensure disadvantaged pupils can fully participate in enrichment activities. • Offer family learning and engagement workshops to help parents and carers support their children's participation in enrichment opportunities. • Collaborate with local authorities, social services, and community organisations to identify and address 	<p>EEF, 2021 EEF, 2019 EEF, 2022</p>	4 & 5

<p>any wider social, emotional, or financial barriers faced by disadvantaged pupils.</p> <ul style="list-style-type: none"> • Regularly monitor and evaluate the impact of the school's enrichment strategies, making adjustments as needed to ensure they are effectively supporting disadvantaged pupils. 		
<ul style="list-style-type: none"> • Collaborate with local authorities, social services, and other external agencies to provide holistic support for families of disadvantaged pupils with attendance issues. • Offer mental health support services to address any underlying issues that may be contributing to poor attendance, such as anxiety or family difficulties, in line with the school's commitment to pupil well-being. • Develop a comprehensive communication strategy to engage parents and carers, including regular updates on attendance data, workshops on the importance of attendance, and opportunities for parents to provide feedback, as recommended in the • Explore the use of technology, such as automated attendance tracking and communication systems, to streamline attendance monitoring and intervention processes. 	<ul style="list-style-type: none"> • EEF's 'Working with Parents to Support Children's Learning' guidance. • EEF's 'Using Digital Technology to Improve Learning' guidance. • DfE - Working Together to Improve Attendance 	3 & 5

Total budgeted cost: £163,425

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024 - 2025

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive and Family Thrive	The Thrive Approach, Fronting the Challenge Projects Limited
Bucket Time	Attention Autism
Accelerated Reader, Star Reader, Star Maths	Renaissance
Times Table Rockstars	TT Rockstars
Song of Sounds (phonics programme)	Song of Sounds
Zones of Regulation	Leah Kuypers
SeeSaw	SeeSaw
Learning by Questions	LBQ
ATTEND Framework	Brighton & Hove Council
Emotional Based School Avoidance Framework	West Sussex County Council
Speech Link, Infant Language Link, Junior Language Link	
Tapestry	
Blipit	